Carlbrook School

INTEGRITAS WORKSHOP

Master Script **(9/01/06)**

Class:
Date:

Overview: *Integritas is the beginning step on a personal growth journey for the students of Carlbrook (see Appendix A for Guiding Principles of workshop). The major objective of the workshop is to provide an experience that allows a class of students to:*

(a) bond by knowing each other at a truly meaningful level;
(b) trust their own personal truth;
(c) understand and experience the value and levels of emotional release;
(d) take responsibility for their actions and behaviors; and
(e) stop blaming others.

Outline: The following is a concise outline of the activities and events that comprise the Integritas workshop. As flexibility and adaptability are crucial, times are approximate.

Banner & Posters:

1. *Integritas* Banner
2. *Integritas* Workshop Goals
3. Standards Of A Workshop
4. You Are What You Do Not What You Say You Do
5. Be Your Own Hero
6. Integrity (requires three steps)
7. Integrity Definitions
8. Create Value

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Day 1

7:00 AM Wake up by student supports. They are told that they are going through their Integritas workshop and that they are on bans with each other and the rest of the school. Students are reminded that they are still responsible for their daily activities (dorm clean, etc). Dress is school clothes.

7:30 AM Breakfast as usual

8:00 AM Meet in the Commons

Students gather and are led on a Solo for approximately one hour. This time is to reflect and to do the following writing assignments:

First, write pages on: a complete ***Honor List*** - *What I am out of standard with the Standards of Carlbrook.* Set these pages aside.

Second, on separate sheets, write about the realities of things that they have done in their past (***Disclosure List***). These are things that have been illegal, out of standards, hurtful or that they may be ashamed of…. against family, schools, friends and themselves. Also write about things that have been done to them that have hurt them, caused pain, violated them or left a lasting impact.

Take this second set of pages and put in a large envelope (DO NOT seal) with their name on the outside.

9:45 AM Student supports lead students to workshop break room for bathroom break, water and completion of assignments. Students remain on bans.

10:00 AM Welcome to *'Integritas'….*

Music: *Superman*

Doors open to a welcoming and safe room with music, posters, books, art etc. Each student sits in their designated chairs. Faculty welcomes students with smiles, touch and care creating a calming atmosphere.

Welcome

- Talk of the road to this room.

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- The forming of the Class and their experiences.
- Recognize the work they have already accomplished: wilderness, group meetings, Parent Workshop, academics, programs, etc.
- The building of new friendships with faculty and student body.

The Standards for 'Integritas'

In order to bring Safety to this experience.....

- A unique confidentiality with workshops. All that is said in here remains in, and all the experiences, tools, activities are not to be shared with anyone who has not gone through the Workshop.
- All breaks will be announced.
- The stereo, music, faculty notes, etc. are not to be touched.
- Give your all, Go for Broke, and complete the workshop.
- No side conversations throughout the workshop.

Acknowledge a Verbal agreement by each student regarding all the Standards.

What do you want to get from *'Integritas'*?

The last prep-group have the students identify a goal for the workshop. What do you hope to gain out of the workshop? How do you want to feel at the return? Have a support write them on a big sheet of paper so it can be hung during the workshop. Have each student read their goals aloud in the workshop and ask whether the group can support them in these goals.

Ask group to identify a concise peer group goal.

The Goals of *'Integritas'*

- Understand the Principles of Integrity and Honesty.
- Reveal the Truth within us.
- Discover the best of us and to unveil the worst we've done.
- Truly know each other better.
- To honestly feel and express our Joys and Sorrows.
- To trust in the ability to reconnect with whom we really are.

Go over the Goals and make sure everyone is clear and understands.

11:30 AM **Action Heroes: *Qualities Of A Hero***

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Which action hero did you like or look up to as a little Kid? (maybe it was Superman, Wonder Woman, the Ninjas, etc..). Describe this Hero and the qualities that this character had.

After discussion then the students will have an opportunity for a prize for doing a living sculpture of their Action Hero……The prize is for the most authentic representation. (make sure someone brings in candy for the prize)

Music: *Superman*
Star Wars
Raiders of the Lost Ark

12 Noon **Inventory-Truth**

Brief visualization- Ask the students to close their eyes and remember back to when they were little. What were they like, what qualities did you poses back then.

- Check in with each student to share where they are at with their feelings at this point.
- Each student also is to come up with a Positive Quality or "Truth" that represents who he or she truly are. This might not be what everyone knows or sees everyday, but it is real.

(This Quality is written on a card and placed over their heart.)

1:00 Lunch

Take a short break for lunch (w/ meds distribution). This is a silent time to stay to yourself and prepare to get the most out of your *Integritas.*

Assignments:

What are your goals for this workshop?
Who was your superhero and why? What are the characteristics of a superhero?
What is your truth? What feedback did you hear from your peers?

Music: *Superman*

2:00 PM **Integrity**

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Discuss the Principle of Integrity. Ask: What does Integrity mean? Follow up with the definitions and explanations of Stephen Covey and Stephen Carter.

Integrity – is honestly matching words and feelings with thoughts and actions, without desire other than for the good of others; without malice or desire to deceive, take advantage, manipulate or control; constantly reviewing your intent as you strive congruence.

Integrity – includes and goes beyond Honesty. Honesty is telling the Truth…in other words: *"Conforming our words to reality."* Integrity is: *"Conforming reality to our words."*

In other words: Keeping promises and fulfilling expectations. This requires an integrated character, a oneness, primarily with self but also with life.

Integrity: Requires three steps:

1. Discerning what is right and what is wrong.
2. Acting on what you have discerned, even at personal cost.
3. Acknowledging that you act on your understanding of right and wrong.
   - The first criterion captures the idea that Integrity requires a degree of moral reflectiveness.
   - The second criterion brings in the ideal of a person of integrity as steadfast, a quality that includes keeping ones commitments.
   - The third reminds us that a person of integrity can be Trusted.

Formal Definitions:

Integrity: 1. quality of state of being complete; unbroken condition; wholeness; entirety; 2. the quality of state of being unimpaired; perfect condition; soundness; and 3. the quality of state of being of sound moral principle; uprightness, honesty and sincerity.

in·teg·ri·ty: Pronunciation: in-'te-gr&-tE; Function: noun; Etymology: Middle English *integrite*, from Middle French & Latin; Middle French *integrité*, from Latin *integritat-, integritas*, from *integr-, integer* entire.
Date: 14th century
1: firm adherence to a code of especially moral or artistic values: INCORRUPTIBILITY, 2: an unimpaired condition: SOUNDNESS, 3: the

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quality or state of being complete or undivided: COMPLETENESS. Synonym see HONESTY.

The discussion leads to the essence of Integrity being Honesty and the Truth. Ask the question:

WHEN DID YOU FEEL LIKE YOU HAD TO BE DISHONEST TO GET WHAT YOU NEEDED?

2:30 PM **The Pendulum**

Read Kahlil Gibran's *The Prophet*, on "Joy and Sorrow".

Introduce the Pendulum concept and draw or literally create the pendulum. Explain: *"To the degree your feel your Sorrow to that same degree you will feel your Joy."*

Speak about the conditioning, walls and barriers, traumas and blockades we have created or acquired that are in the way from truly feeling.

3:00 PM **The Silver Ball Analogy**

To understand *Honesty*, the Truth we need to live with, we must expose the Lies….

Diagram the Silver Ball and relate the analogy, speaking of the beautiful shiny Silver Ball that arrived in the world and the series of events, words, actions and happenings that have covered it up so that no one knows or can see the Beauty that lies below.

3:30 pm **Disclosures**

Talk about "Circle of Honesty" – we are now going to get honest!

We need to expose and reveal all the stuff that has covered us up !!!!

Categories of Revelation:

Broken Standards of Carlbrook
Stealing (shoplifting, burglary
Violence (fighting, animals, family)
Drugs (OD's, selling, types, usage)

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Arrests
School (failures, expulsions, labels i.e. LD, EH, ADD)
Runaways
Divorce
Sex (virgin, homosexual relations, animals, etc.)
Vandalism
V.D./ Rape/ Molestation
Abortion
Lies
Institutions (rehabs, Psychiatrists)
Teasing/Teased
Suicide attempts

Go around the room several times (approx. 3 times or so) and give time for all to tell their "stuff". No stories - just the truth. Clear up and clean out any of the things that you have done, feel ashamed of, and hold against yourself or things that have been done to you.... Emphasize with each round that there are only a few more opportunities to come clean.

Music:	Remember the Tinman
	Why Do I Lie?
	Lost Again.

"Based on what you have Done; what do you tell yourself you Are?"
(A rhetorical Question)

5:30 PM **Dinner Break:**

Dinner is brought in to the student break room. Evening meds are distributed. A silent break set aside to nourish yourself and to think about your disclosures - all of those things that get and have gotten in your way from being who you are....
Writing Assignments:
Ask students to journal on the time in their lives when they stated to cover up their truth. Based on this, who do you tell yourself you are? What gets in the way of you living your truth?

6:30 PM **Group Meeting**

Look at the Lies you live with everyday!!!!

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A group meeting where each student gives each other feedback focused on: *How I see you covering up your truth …each day. What are the actions they see each person doing.. (Try to have each student give different feedback)*

At the end of each student receiving feedback, they come up with a word that describes the way they live their lie (i.e. fake, lier, heartless, coward, weak, etc.). The lie should be an action work. This is written on a card and placed on their envelope.

After all the students have received their feedback… Talk about: Look what has happened to you… if "You are what you do;" You have been living the lie…

What happened to that beautiful, shiny Silver Ball, what happened to that beautiful girl and that beautiful boy??????

"WHEN DID YOU START LIVING THE LIE?"

(This is a rhetorical Question and hangs on the wall)

11:30 PM **Evening Break**

- Make sure that the sleeping arrangements are in place.
- Call the Securitas and let them know that the students are heading over.
- Determine when the students will get up, eat breakfast, and get back to the Workshop room. The Student Supports will get passengers up.
- Leave a all staff vmail giving a brief update and the times of wake up and return.
- Writing assignment:
    1. *What was the feedback you heard tonight, by your friends, about you?*
    2. *When did I start living the lie?*

*Note: While the length of the Group Meeting is to be flexible, there will be a mandatory completion time of 2:00am – if Group is looking as though it will go late, the staff should meet to decide how to wrap up by 2:00am.

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Day 2

9:00 AM **Wake-Up and Breakfast** (w/ meds distribution)

10:00 AM **Inventory**

Music: *Silent Sunlight* (for arrival)
The Hurt
Just When I Needed You
Remember the Tin Man

Take an inventory of the students. Ask, "Where are you at? When did you start living the lie?" Take as much time as necessary to allow each student to share what he or she is thinking and feeling at this moment.

Facilitate the discussion toward that point in their life when things happened to them that started the pain, hurt, closing off, or starting to think they weren't OKAY the way they were. Who was to blame?

Write: At that point: What did you feel you had to DO? To other people or to yourself. Look at all those times in your life… What did you tell yourself you had to do?

11:00 PM **Visualization/Dyads**

Begin by setting up the Guided Visualization:

- Talk of guided visualizations: how they must stay focused, relax and follow the words, allowing their mind to see the places, times and events as they are spoken and be aware of the feelings, thoughts, sounds and sights that come into mind….
- Breathe slowly and deep
- Relax your body
- Let your thoughts stay within this moment.

Visualization

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Music: *Enya*

- Take them back to a time when they were told what they did was wrong or it felt wrong.
- To the times when you felt frustrated, unsure and confused.
- To the times you quit or wanted to quit.
- You didn't know what to say or do, or how to act.
- Who was making you do these things?
- Who did you start to blame?
- Whose fault was it?
- You didn't know whom to trust.
- Maybe you started lying.
- It was their fault you were feeling this way.
- You became angry…Remember those times and be there.
- The anger grew, you started to show it and others started to see it.
- Stay with those feelings of anger.
- Who were you angry with?
- Bring those memories back with you.

Pass out yellow note pads and a pen and tell them to write it down. Put words to what they are feeling. Encourage them to get it all out that it doesn't have to make since or be readable: What did you have to do that caused the anger?

What did you do because of the anger and the blame?
i.e., I had to use drugs,
I had to lie,
I had to quit…

Dyads (*see Appendix B for detailed description)*

Music: *Enya*

(Predetermine who can work best with who!)
Need: Water/cups/tissues

Explain and demonstrate the process of Dyads.

Partner up – **A** (working partner) and **B** (Coach)

Four rounds / topics:
1. They made me…
2. I'm angry at you mom for…

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3. I'm angry at you dad for…
4. I'm angry at myself for…

Switch working partner and coach after each dyad. Have partners support each other and be there for each other during and between rounds.

Each round is the length of a song. At completion of final round: Have "Buddies" – thank each other and reach out, hold and be there for each other.

Music: *In A Simple Way*
Hero
Greatest Love

- Bring together on the floor – move chairs away.
- Talk to them about the importance of clearing away these feelings. To move beyond the anger and blame, we must feel them.
- Have students share the connections about the patterns that emerged from the blame and anger… give examples:
    1. I started using drugs when I went off to boarding school to get their attention that I was hurt, etc., etc….

Visualization

Music: *The Way We Were*
Hero
Living Years

To go back to that time when things were really okay. When they loved and felt love.

Take them back through the years to childhood memories, back to when that shiny silver ball (orb) was beautiful and reflected the love within!

Have them find that special nickname they were called – the one that symbolizes their little child. Who called you that name? How did it make you feel?

Students will then be told that when they are ready to return to the room they may open their eyes and find a special gift beside them.

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Allow students to read their letters privately, then asked them to gather together in a circle and share one memory that they heard. Also ask: What was your nickname? Who gave it to you? What does this name mean to you? What does it represent? When did you stop using it?

2:30 PM **Lunch Break**

(to be brought in to room by staff – w/ meds distribution)
During this break each student needs to write a letter back to their parents. Students will also be given sheets of linen paper to write a truth letter to each parent. Explain the importance of identifying a truth in each parent. Although many mistakes have been made, parents also have truths. Ask them to write a letter outlining their good qualities. What are the qualities in your parents that you appreciate? Students will turn completed letters into student supports at the end of the break. Explain that they must leave themselves enough time to complete the letters.

When they students are done with the letters: Announce to students that they may be off bans with their Dyad partner only for this break. Ask them to share stories of their childhood, etc.

Talk quietly about the memories of that unique and special kid that is you.

3:00 PM **Final Session**

Burning

Greet students as they re-enter the room. Explain that the workshop cannot be completed until they've determined what they will do with their Lies and Disclosures. Let the students come up with ideas of how to take care of the Lies and Disclosures.

From here…allow the students to add to their envelopes if they would like. While they are preparing ask: "IF what you did was a lie, does this represent who you truly are?"

Then slowly and silently walk out to the burn bucket and each student burns their envelope. Have the students hold on to their lie card and when they are ready

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they can throw the card in the fire. Have each student state their truth. Hand out silver balls to each student as they burn their lie cards.

Visualization

Needs to happen after 3:20 so the older students can come in for pick up. They need to be done with school first.

Music: *Somewhere*

Take students back to the shiny silver ball, and have them really feel what it was like to be so beautiful, so innocent, and so perfect – before all the lies began to tarnish the ball. Get into the experience, and allow yourself to BE that little child again.

(At this time, the older students are to be silently led into the room, and are to stand quietly next to their "buddy")

The lies are gone, and there is nothing left to cover up the real you. All that is left is the truth = you ARE that perfect little child. Welcome him back, as you have missed him dearly. This is a reunion to be celebrated.

Reach out your arms to him or her – let the shiny silver ball break free of all the lies that have hidden him or her for so long.

Slowly open eyes…and reach out to your friends and share who you are – the TRUTH that is YOU…

(Older students will reach out to their buddy and pick them up and hold them, be there for them.)

Buddies will then spend some special time with each other, privately sharing their nicknames, positive/negative qualities, etc.

Music: *Superman*
Just the Way You Are

Review: Older students will then leave the room. Integritas students will reset the room and review the preceding experiences:

- Send off
- Walk
- Goals

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- Action Heroes
- Circle of Honesty
- Group Meeting
- Dyads of Anger
- The True You

4:30 PM **Wrap-Up**

Talk of the Integritas experience, the hard work that was done by the students, and the importance of staying with the experience. Discuss Integritas students' accomplishments and emphasize again that this is in some ways the start of their Carlbrook journey.

Discuss following:

- What is appropriate to say at the return? Remind students to be generous without breaking confidentiality.
- Bans – students are off bans with everyone for the return *only*, unless an individual is on bans with him/her. Students may be off bans with those they participated in the workshop with for the remainder of the evening. All pre-workshop bans will be in place the following morning and remain until their Advisor determines they should be changed.
- What they can keep and what they must turn in (journals, silver balls, truth cards, etc).
- How do you want to leave the room? Have students assist in workshop break down, carrying things to cars, taking trash, etc. Remind them that it is a representation of the work they've just done.
- Stay slow!

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INTEGRITAS WORKSHOP

Appendix A - Principles of *INTEGRITAS*

Integrity: Is honestly matching words and feelings with thoughts and actions, without desire other than for the good of others; without malice or desire to deceive, take advantage, manipulate or control; constantly reviewing your intent as you strive congruence.

Integrity: Includes and goes beyond Honesty.

Honesty is telling the Truth… in other words: *"Conforming our words to reality."*

Integrity is: *"Conforming reality to our words."*

In other words: Keeping promises and fulfilling expectations. This requires an integrated character, a oneness, primarily with self but also with life.

Integrity: Requires three steps:

1. Discerning what is right and what is wrong.
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    - The first criterion captures the idea that Integrity requires a degree of moral reflective ness.
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INTEGRITAS WORKSHOP

Appendix B - Dyads

Tone: Instructive, expectant and energetic.

Student Objective:

1. Be actively involved in the experience.
2. Trust the direction and follow it.
3. Uncover how they feel about their parents.
4. Reveal how they feel about themselves.
5. Learn how to safely voice and feel anger.

Faculty Objective:

1. To coach students and help them in keeping their voice loud.
2. To assist students who are scared and blocked.
3. Keep the energy level up in the room by raising your own voice again and again. Keep up the volume so that students can join with you and not feel as if their voices stick out.

Physical Set Up:

1. Make sure all students have enough room without distraction.
2. Make sure there is tissue around.

Demonstration:

1. Take two chairs up to front of room.
2. Explain that there is a partner A and a partner B. Read off list and let them know who partner A's are and that they work first.
3. Explain "working partner" as the one who is actively doing the exercise.
4. Explain "coaching partner" as the one who is assisting the working partner verbally and by listening.
5. Explain the philosophy of dyads:
    a. This is part of a process of working.
    b. It is done so that a person can uncover/realize what they are thinking and feeling.
    c. It is a way of tapping into your thinking and letting out whatever might be in there. It is not always the truth. It is what you may think.
6. Go to the demonstrators and show that:
    a. Their knees are just about together.
    b. Hands are together.
    c. Working partner may look down at floor or close eyes to focus and think better.
    d. Listening partner needs to have their eyes on working partner and stay attentive.
7. Demonstrate!! (for about 30 seconds)

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Appendix B (cont.)

Explanation after Demonstration:

1. Show how you may need to repeat the saying if you get stuck.
2. To do this at the top of your voice.
3. Coach can urge the working partner with statements like:
   Come on, what else? Come on you can do this! Keep going! You're doing good, keep going! Etc.
4. It's alright if you're scared, just move through it.
5. We're all going to do this.
6. Keep questions to a minimum as the anxiety in the room will be rising. Make sure all students know what to do. Let the working partners close their eyes and get ready and have the coaches get ready to support.

Dyads:

1. Get ready….They made me, THEY MADE ME…THEY MADE ME! BEGIN!
2. All faculty be prepared right away to raise your voices to help get the students started.
3. Keep the energy up for the whole 3-4 minutes.
4. Know that the first run through of "They made me" is not going to be as loud as the next ones; they warm up as they go along, but don't stop urging them.
5. Urge the working partner, at times loudly and supportive, with statements like:
   Come on, what else? Come on you can do this! Keep going! You're doing good, keep going! Etc.
6. Read the room to see when to end the dyads and clap your hands to call the end of the time.

After each Dyad:

After each partner has finished working, say to the students:

1. Let your feelings be there.
2. You'll be able to move through them.
3. Take some deep breaths and let this all sink in.
4. Take some time. If you need some water, raise your hand and a faculty will be coming around to get your some (only announce this twice during the whole session).
5. Next working partner get ready.
6. Don't take too much time between dyads. You don't want them to get too scared again…but also, don't move it so quickly that the work can't sink in.
7. Introduce each dyad one at a time before they are ready to do them. Give them time to think of some of their beginning sentences.

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Integritas Workshop Preparation Timeline

Two Weeks Before

- Meet with workshop staff to review the script and discuss logistics.
- Contact **Medical Director** to make arrangements for medications (including over-the-counter and PRN meds) and a first aid kit. (Include support students.)
- Consult with **Medical Director** on medical appointments and reschedule if necessary. (Include support students.)
- Submit Dining Service Request to **Food Services Director**. Take into account any special requirements (vegetarian, Kosher, religious holidays, etc.).
-Review supplies and make arrangements to restock. (Student supports to inventory supplies – include workshop journals and silver balls and scrolls) Tanya and Sandi should do this.
- Talk with Tanya to see how many letters we still need from parents. Read over letters to make sure they are only 2 pages in length and appropriate.

Ten Days Before

- Follow-up with **Food Services Director** about meals.
- Set up student support team for meals with the **Food Services Director**.

One Week Before

- Meet with workshop staff to walk through the workshop script.
- Confirm that all needed supplies are in place.
- Confirm that plans for classrooms, meds, and meals are in place.
- Make arrangements for workshop room to be set up by the **Friendship Committee**.
- Make arrangements for classrooms to be cleaned following the workshop by the **Friendship Committee**
- Make arrangements for students' phone calls that will be missed.
- Consult with **Maintenance Director** to ensure backup water is taken to the workshop room and plans for getting dining room chairs to workshop room are in place.
- Dispense instructions to floor supervisors and other staff involved about pertinent logistics.

Day Before/Day Of

- Set up room by the **Friendship Committee**.
- Have **Friendship Committee** put together a student to "pick up" passengers at the end & sign their workshop journals.
- Stock bathrooms (including feminine products, toilet paper, soap, paper towels, trash cans) by the **Friendship Committee**. Bath Rooms need to be neat and orderly. Done by maintence.
- Set up student snacks, including cooler, ice, drinks, and cups by the **Friendship Committee**.
- Set up staff breakout room. Include special request snacks, drinks, and coffee by staff.
- *Make sure letters from both parents are received and printed onto nice paper.*

While in Workshop

- Utilize radio and/or telephone to confirm meal times and set-up.
- Communicate breakfast schedule changes to **Food Services Director**.
- Communicate wake-up times to a.m. floor supervisors.
- Communicate PRN and OTC medication distribution to **Medical Director**.

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- Communicate estimated time of return via radio and/or telephone.

Copy of Letter sent to Parents

Dear Parents,

We are approaching a very special opportunity, your child's first workshop. This workshop is called "INTEGRITAS", which is Latin for integrity. Integritas is the beginning step on a personal growth journey for the students of Carlbrook that ends at graduation. The major objectives of the workshop are to provide an experience that allows a group of students to:

1. ***Bond by knowing each other at a truly meaningful level.***
2. ***Trust their own personal "truth".***
3. ***Understand and experience the value and levels of emotional release.***
4. ***Take responsibility for their actions and behaviors.***
5. ***Stop blaming others.***

In an attempt to help students to reconnect with their original 'truth' about themselves, we ask the parents to write a letter to their child. This letter is a walk down memory lane to a time when your child was more innocent and pure. Recount one or two meaningful or endearing stories of your child, which clearly depict their qualities of being loving, truthful, compassionate, or forgiving, etc. The letter is quite simply a 'feel good' letter to help your child remember that they are not the sum total of all their mistakes, and that they deep down inside are a beautiful person that has lost their way and started to believe their 'lie'.

Please avoid lecturing your child in this letter. We would like to receive a separate letter from each parent reinforcing individual relationships with their child. Try to use simple language and stories. **It is helpful to use a larger letter type and an easily read font. All letters should be no longer than two pages.** Please email the letters to tanyamerrill@carlbrook.org **and specify in the subject line "Integritas Letter"**. Staff will print them out on nice paper and put them in an envelope to be delivered in a special part of the workshop.

To create the best effect, **DO NOT** let your child know about this letter before the workshop. It will be more powerful if they receive this out of the blue, and will help with the compelling moments that we are trying to create. Carlbrook has had great success with this workshop letter. The completion of your letter by _____ is imperative.

As always, thank you for the continued support of your child and our program. Please feel free to contact me with any questions. (Ext. 8233)

Sincerely,

Staffs name
Carlbrook School

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Integritas Supplies

- ❑ Kleenex
- ❑ 3x5 Cards – White
- ❑ 3x5 Cards – Colored
- ❑ Masking Tape
- ❑ Easels
- ❑ Easel Pads
- ❑ Markers – Variety of Colors
- ❑ Ball-Point Pens
- ❑ Push Pins
- ❑ Flashlights
- ❑ Stereo
- ❑ Posters
- ❑ Silver Balls
- ❑ Workshop Notebooks
- ❑ Memo Pads
- ❑ Manila Envelopes
- ❑ Staff Snacks, including Coffee

Integritas Welcome-Back Supplies

- ❑ Butcher Paper
- ❑ Scissors
- ❑ Markers
- ❑ Colored Pencils
- ❑ Construction Paper
- ❑ Scrolls
- ❑ Ribbon

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Additional Information: Snacks and Meals

Student Snacks

- ❑ Cooler w/Ice
- ❑ Juice
- ❑ Fruit
- ❑ Assortment of Crackers, Granola Bars, etc.
- ❑ Cups
- ❑ Napkins
- ❑ Hand Sanitizer

Staff Snacks

- ❑ Cooler w/Ice
- ❑ Juice, Soda, Cups
- ❑ Coffee Maker
- ❑ Coffee, Filters, Creamer, Sugar, Sugar Substitute
- ❑ "Healthy" Snacks: Fruit, Crackers, Granola Bars, etc.
- ❑ Special Request Snacks: Chocolate, Mints, Nuts, etc.
- ❑ Coffee Cups
- ❑ Spoons or Stirrers
- ❑ Napkins
- ❑ Hand Sanitizer

Meal Set-Up/Clean-Up

- ❑ Food will be brought to carriage house.
- ❑ Michael H will put together a box that contains the following:
  - Hand Sanitizer
  - Plates
  - Plastic Silverware
  - Napkins
  - Serving Utensils
  - Cups
  - Ice
  - Drinks
  - Snacks (if needed)
  - White Trashcan Liners
  - Black Trashcan Liners
- ❑ Meal set-up personnel will take food and box of supplies to designated room and will set up the meal. They will ensure the following: snacks, drinks, and ice are restocked; paper products and food are easily accessible; the room is neat and clean; trash is taken to the dumpster.

At the end of the workshop, staff will ensure that excess paper products, non-perishable snacks, and the cooler are returned to the Carriage House.

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